Common Core State Standards Implementation Guide

In August 2010, the Vermont State Board of Education adopted the Common Core State Standards (CCSS) for English Language Arts (ELA)/Literacy and Mathematics. These standards are the result of an initiative led by the National Governor's Association and the Council of Chief School Officers, and are designed to reflect the knowledge and skills our young people need in order to experience success in our K-12 system and then in college and careers. Over 40 states have now adopted the standards and entered into the implementation effort. Vermont has joined the SMARTER Balanced Assessment Consortium (SBAC) to facilitate the development of a student assessment system aligned to the CCSS.

With the adoption of CCSS, the Vermont Agency of Education has taken a critical step forward. In support of this effort, the Agency of Education has undertaken the development of an implementation plan that will address the following responsibilities:

- clarifying what the Agency of Education will provide and what local districts must do for full implementation of CCSS;
- identifying the internal work of the Agency of Education that will be impacted by adoption of CCSS (e.g., assessment, licensing, accountability);
- communicating what the CCSS means for all Vermonters, their towns, their schools, and their students;
- supporting local school administration in developing and implementing their CCSS plans;
- creating opportunities to fundamentally rethink our system, including long-held notions about educator training, professional learning, instructional materials, and classroom assessments;
- ensuring that educators have the content knowledge and pedagogical skills to enable all students to meet high expectations for career and college readiness;
- providing guidance for full implementation of CCSS in all Vermont schools to ensure an effective transition to the Smarter Balanced assessment system as well as Dynamic Learning Maps (DLM) and the new English Language Proficiency Assessment; and
- promoting consistent implementation of the CCSS across classrooms, schools, districts, regions, and states.

The Vermont Common Core State Standards Implementation Plan that follows will provide a coordinated, comprehensive approach for achieving the aggressive instructional reform that is at the heart of the CCSS.

Professional Learning *(teachers, administrators, higher ed., AOE staff)*

The Vermont Agency of Education promotes and provides professional learning guided by the Learning Forward Professional Learning Standards as adopted by the Vermont Professional Standards Board.

All professional learning opportunities will be explicitly connected to the instructional shifts for ELA/Literacy and Mathematics.
<u>*Shifts in English Language Arts/Literacy*</u>
1. **Complexity:** *Regular practice with complex text and its academic vocabulary.*
2. **Knowledge**: *Building knowledge through content-rich informational texts across the curriculum.*
3. **Evidence:** *Reading, writing, and speaking/listening grounded in evidence from the text, both literary and informational.*

<u>*Shifts in Mathematics*</u>
1. **Focus:** *Focus strongly where the standards focus (key conceptual areas).*
2. **Coherence:** *Concepts logically connected from one grade to the next and linked to other major topics with the grade.*
3. **Rigor:** *Pursue conceptual understanding, procedural skill and fluency, and application in various contexts with equal intensity.*
4. **Integration:** *Mathematical practices are standards that will be taught and assessed.*

<u>*Educators*</u>
- *Provide meaningful and engaging professional learning opportunities so that educators develop a deep understanding of the CCSS, the learning progressions these are built on and the instructional shifts required for students to be successful.*
- *Provide professional guidance and tools to ensure equity and rigor for all students while addressing linguistic and cultural diversity.*
- *Provide professional learning opportunities and resources to enable all educators to deliver high quality, evidence-based and universally designed first instruction to meet the needs of all learners in the general education classroom (Tier I).*
- *Provide professional learning opportunities and resources to ensure that all schools identify and use effective interventions and individualized supports (Tiers II & III) so that all students attain college and career readiness as defined by the CCSS.*
- *Provide specialized professional learning opportunities and resources to ensure that students who face significant challenges are progressing towards mastery of CCSS including how to write Individualized Education Programs (IEPs) and other individual learning plans (e.g., Educational Support Team (EST), English Language Learner (ELL), 504) based on CCSS and Adult Secondary Education Graduation Plan).*
- *Provide professional learning opportunities and resources in assessment literacy in order to inform universally designed instruction and assessment practices.*

Administrators

- *Provide professional learning opportunities and resources regarding models of effective systems for implementation of the CCSS that use vertical and horizontal teams in a continuous professional learning structure to evaluate and improve student learning as well as the professional learning of their educators for implementation.*
- *Provide professional learning opportunities to administrators on effective evaluation and supervision strategies of all educators that maximize and leverage human capital to support student learning of the CCSS.*
- *Provide professional learning opportunities and resources for building and district level administrators and Adult Education and Literacy (AEL) Center Managers to serve as instructional leaders who provide guidance to school-based instructional leaders for CCSS implementation.*
- *Provide professional learning opportunities and resources for building and district level administrators to serve as educational leaders, in all aspects of CCSS implementation (e.g., managing fiscal resources, scheduling, job embedded professional learning opportunities).*

Higher Education Faculty

- *Identify and provide learning opportunities on essential components of pre-service coursework to ensure that students recommended for licensure in the state of Vermont are prepared to teach the CCSS.*

Agency of Education Staff

- *Identify AOE staff with primary responsibility of CCSS implementation and how their knowledge and expertise will support other AOE work.*
- *Build a working knowledge of the CCSS ELA/Literacy and Mathematics instructional shifts and learning progressions and an understanding of the implications for their work.*
- *Build a deeper understanding of effective implementation in order to increase educator effectiveness that results in increased student achievement and provides a common framework from which to share best practices.*
- *Understand how the CCSS affects their roles and responsibilities for supporting schools.*

Key Implementation Steps *Professional Learning*	Key Contact/ Responsible People/ Partners	Timeline
1. ELA/Literacy – Address instructional shifts through regional sessions • Short Focused Research Projects K-5 & 6-12 • Follow-up Webinars • Text Complexity Module • Close Reading/Text Dependent Questions Module	**Key Contacts:** Pat Fitzsimmons Lori Dolezal MS/HS Literacy Coordinator Gail Hall Kathy Renfrew	Ongoing Short Research Projects: November 7, 2012--Stratton December 12, 2012--Colchester January 16, 2013—Northeast February 12, 2013—Wilder Spring 2013: Follow up webinars Fall 2013—Assessment Literacy
2. ELA/Literacy for Learners with Disabilities • Review and use available materials to support students with significant challenges • Training on how to write IEPs aligned with CCSS and support the learning of all students	**Key Contacts:** Cindy Moran Laura Baker	Spring 2013 Fall 2013
3. Provide learning opportunities and resources for CCSS ELA foundational skills	**Key Contact:** Lori Dolezal	Spring 2013
4. ELA/Literacy for English Language Learners • Review and use available materials to support ELL students with significant challenges	**Key Contact:** Jim McCobb	Ongoing Spring 2013

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Key Implementation Steps *Professional Learning*	Key Contact/ Responsible People/ Partners	Timeline
5. Mathematics – Address instructional shifts through regional sessions • ESA Workshop Measurement, data & statistics	**Key Contacts:** Tracy Watterson MS/HS Mathematics Coordinator	<u>Ongoing</u> November 2012--Chester January 22, 2013--LAPDA Southwest TBD Follow up Webinar-- February 2013 Fall 2013—Assessment Literacy
6. Mathematics for Learners with Disabilities • Review and use available materials to support students with significant challenges • Training on how to write IEPs aligned with CCSS and support the learning of all students	**Key Contacts:** Cindy Moran Laura Baker	Spring 2013 Fall 2013
7. Mathematics for English Language Learners • Review and use available materials to support students with significant challenges	**Key Contacts:** Jim McCobb Tracy B Watterson MS/HS Mathematics Coordinator	Fall 2013 Winter 2014
8. Vermont Mathematics Blueprint	**Key Contacts:** Julie Conrad Tracy B Watterson	Summer 2013
9. Provide learning opportunities and resources for CCSS mathematics foundational skills	**Key Contact:** Tracy B Watterson	Fall 2013

Key Implementation Steps *Professional Learning*	Key Contact/ Responsible People/ Partners	Timeline
10. ELA/Literacy and Mathematics in-depth content coursework— coordinate efforts	**Key Contacts:** MC Moran Pat Fitzsimmons	Ongoing
11. Participate in or directly work to influence existing professional learning opportunities throughout the state	**Key Contacts:** MC Moran	Ongoing
12. Professional Learning Opportunities for AOE Staff and Implementation Team	**Key Contacts:** Pat Fitzsimmons MS/HS Literacy Coordinator Lori Dolezal MS/HS Mathematics Coordinator Tracy Watterson	Ongoing
13. Series of learning opportunities for mathematics and literacy coaches focused on their role in sustaining implementation of CCSS	**Key Contacts:** MC Moran MS/HS Mathematics Coordinator Tracy Watterson Lori Dolezal MS/HS Literacy Coordinator	Winter - Spring 2014
14. Roll-out and training of new Green Mountain Star indicators	**Key Contact:** Ken Remsen	Summer 2013

Key Implementation Steps *Professional Learning*	Key Contact/ Responsible People/ Partners	Timeline
15. Regional Meetings/Webinars Assessment Literacy – data based decision making – data based decision making – a comprehensive assessment system M.C. will develop a "white paper" that outlines the research on the effective attributes of professional learning associated with data use to inform instruction. The document will include recommendations for professional learning on the collection, analysis and implementation of findings to instructional planning.	**Key Contacts:** Brian Townsend LDA Governance Team MC Moran	White paper to be completed by April 15, 2013
16. Regional Meetings/Webinars Assessment Awareness (Smarter Balanced Assessment Consortium, World-class Instructional Design & Assessment (WIDA)/Assessing Comprehension and Communication in English State-to-State (ACCESS), Dynamic Learning Maps (DLM)	**Key Contact:** Michael Hock	<u>Ongoing</u>
17. Provide CCSS learning opportunities for higher ed faculty of teacher candidates	**Key Contact:** Sarah Cloud	<u>Ongoing</u>
18. **Series of learning opportunities for administrators focused on implementation of CCSS** PRIORITY	**Key Contacts:** **John Fischer** **Tom Alderman** **Karin Edwards**	**Fall - Winter 2013/2014**

Key Implementation Steps *Professional Learning*	Key Contact/ Responsible People/ Partners	Timeline
19. Professional Development Workshop Series for Educators of English Language Learners • Formative Assessment	**Key Contacts:** Jim McCobb Frank Gerdeman	January - May 2013
20. Professional development initiative for implementation of CCSS in adult basic education instruction and adult secondary contexts ("Standards in Action" professional learning teams)	**Key contact:** Kate Nicolet	Ongoing Spring 2013-Spring 2014,
21. Provide learning opportunities and resources to ensure the equity and rigor demanded by the CCSS for all students (big picture, beliefs, schedule structures, etc.)	**Key Contacts:** Implementation Team Karin Edwards	Summer 2013 - June 2014

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Curriculum, Instruction & Assessment Resources

- *Identify, develop and disseminate high quality materials and resources that support curriculum, instruction and assessment.*
- *Ensure that the materials and resources provide equitable access and rigorous opportunities in meeting CCSS.*

Key Implementation Steps *Curriculum, Instruction & Assessment Resources*	Key Contact/ Responsible People/ Partners	Timeline and Location
22. ELA/Literacy & Mathematics - Identify quality resources aligned to the CCSS and provide to the field via weekly field memo, webinars, AOE website & Vermont Education Exchange (VE2)	**Key Contacts:** Pat Fitzsimmons Tracy Watterson Lori Dolezal	Ongoing
23. ELA/Literacy & Mathematics – Identify tools and processes for schools and districts to use to independently determine the degree of alignment of resources to the Common Core	**Key Contacts:** Pat Fitzsimmons Lori Dolezal MS/HS Mathematics Coordinator Tracy Watterson MS/HS Literacy Coordinator Cindy Moran MC Moran	Ongoing

24. Align ELA/Literacy and Mathematics AOE resources with CCSS
   • ELA Item Bank
   • NECAP released items
   • Mathematics Portfolios
 	
Note: CCSS require significant instructional shifts and therefore these assessments do not work well with new expectations. Regional meeting will focus on assessment.
	Key Contacts:
	Pat Fitzsimmons
	Lori Dolezal
	Tracy Watterson
	MS/HS Mathematics Coordinator
	MS/HS Literacy Coordinator
		Work Canceled

Key Implementation Steps *Curriculum, Instruction & Assessment Resources*	Key Contact/ Responsible People/ Partners	Timeline and Location
25. Mathematics CCSS Progressions Project: Development of Study Guides	**Key Contacts:** Tracy Watterson MS/HS Mathematics Coordinator	<u>Ongoing</u>
26. Review Green Mountain Star indicators to identify those most closely associated with CCSS to determine how they can strengthen a focus on CCSS implementation NOTE: Tom will follow-up	**Key Contact:** Ken Remsen	Winter 2013
27. Released materials and sample items (NECAP—coded to CCSS, Smarter Balanced Assessment Consortium, Dynamic Learning Maps (DLM) and English Language Learner Assessment Items, etc.)	**Key Contact:** Michael Hock	Released items available October 2012 - 2014
28. ELA/Literacy & Mathematics Identify, develop and disseminate high quality materials and resources that support curriculum, instruction and assessment in adult basic and adult secondary education (via Standards in Action process)	**Key contact:** Kate Nicolet	Spring 2013-Spring 2014

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Communication Plan

The Vermont Agency of Education will develop a comprehensive communication plan for the Implementation of the Common Core State Standards. The Agency will use a variety of forums and media to reach school communities and the children, youth and families they support.

Key Implementation *Communication*	Key Contact/ Responsible People/ Partners	Timeline and Location
29. **Develop a communication plan** *Develop main message points* *Identify all stakeholders* *Tailor the message to stakeholders* *Identify the methodology for conveying the message* *Disseminate the message so it reaches the appropriate stakeholders* *Evaluate the effectiveness of the communication plan* *Provide resources to assist in sharing information about CCSS with parents, school board members and community members*	**Key Contacts:** **Angela Ross** **Travis Van Alstyne** **Pat Fitzsimmons** **PRIORITY**	Ongoing
30. Develop strategies for communicating directly with teachers including special educators and teachers of English language Learners regarding CCSS	**Key Contacts:** Tracy Watterson MS/HS Mathematics Coordinator Lori Dolezal MS/HS Literacy Coordinator Angela Ross Travis Van Alstyne Cindy Moran Laura Baker Pat Fitzsimmons	August 2013

Key Implementation *Communication*	Key Contact/ Responsible People/ Partners	Timeline and Location
31. Provide regular communication regarding resources, upcoming events, opportunities for collaboration, etc.	**Key Contacts:** Angela Ross Travis Van Alstyne	<u>Ongoing</u> January – June 2014
32. Clarify role/responsibilities of different stakeholders	**Key Contact:** MC Moran	May 2013

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Infrastructure/Internal Work to support CCSS implementation

This section will answer the following questions for all Agency of Education staff:

- *How does my work support the implementation of the Common Core?*
- *How does the CCSS impact my work?*

Key Implementation Steps *Infrastructure/Internal Work for AOE*	Key Contact/ Responsible People/ Partners	Timeline

33. Establish Implementation Team to assist the Agency in:
   o **Advising on budget decisions**
   o **Forming internal & external partnerships in order to develop common understanding and to leverage resources**
   o **Coordinate professional development opportunities**
   o **Monitoring performance and progress**
   o **Contributing to an Action Plan**
   o **Communicating information to related groups**
Key Contacts:
   o **Ensuring that the work happens in a timely manner**
   o **Making sure that the right people are involved in the work**
   o **Developing an Action Plan with the work group**
   o **Monitoring and reporting progress**
   o **Bringing ideas to the CCSSI Team for feedback**
Partners:
   o **Collaborating/communicating about key implementation steps**
	Key Contacts:
	Tom Alderman
	Karin Edwards
	
	PRIORITY
		Spring 2013

34. Technical Assistance to ESA network via AOE Liaison	**Key Contact:**	<u>Ongoing</u> – monthly in

Key Implementation Steps *Infrastructure/Internal Work for AOE*	Key Contact/ Responsible People/ Partners	Timeline
	MC Moran	Montpelier/statewide representation January – March 2013
35. Meet with all partners, identify current role for supporting CCSSI, and facilitate communication of state-wide efforts through VE2	**Key Contact:** MC Moran	January – June 2013
36. Collaborate with higher ed. partners to share and evaluate the implementation plan and how they might assist in implementation	**Key Contact:** Sarah Cloud Pat Fitzsimmons	Winter-Spring 2013
37. Align professional learning grants to CCSS • Allowable/Non Allowable Collaborative Task Phase I: Development of CFP tools (grid of allowable vs. non) and articulation of process for collaborative decision making. Onsite Reviewer Training session – Orientation to allowable investments. Phase II: Ongoing monitoring of effectiveness of CFP investment strategies.	**Key Contacts:** MC Moran Grant Review Team	2013 Meetings: 3/11,18,21,28 with CFP team 4/16, 17 and 5/8 with CFP team and School Imp. 6/12,13 Trial Run 7/9,11,16,18,23,25,30 Onsite prep and review CFP investments. On-going

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Key Implementation Steps *Infrastructure/Internal Work for AOE*	Key Contact/ Responsible People/ Partners	Timeline
Phase III: Braiding of funding for efficiency and effectiveness. IDEA B Funding Team		
38. Incorporate expectations for the CCSS into the ROPA process	**Key Contact:** Sarah Cloud	Spring 2013
39. Revision to Elementary Educator Licensing requirements in mathematics, English language arts, & science for alignment with CCSS/NGSS to ensure content expertise • Content recommendations • Endorsement process	**Key Contacts:** Mary Beth McNulty Lori Dolezal Tracy Watterson Kathy Renfrew	Spring 2013 Fall 2013
40. Incorporate new Green Mountain Star indicators into school improvement self-assessment for Fall 2013	**Key Contacts:** Ken Remsen School Improvement Coordinators	Summer 2013

Key Implementation Steps *Infrastructure/Internal Work for AOE*	Key Contact/ Responsible People/ Partners	Timeline
41. Engagement and collaborative planning with external partners on topics related to CCSS implementation in schools • **Identify current statewide offerings** • **Identify gaps in geographic equity and topic** • **Determine strategies for leveraging our statewide resources (summit)** • **Articulate strategic alliances** • **Develop a master schedule**	**Key Contacts:** **Implementation Team** **MC Moran** **PRIORITY**	**Ongoing** **Beginning January 2013** **Summer 2013 (gaps)**
42. Common Core Implementation Coordinator • Organize, develop agendas, and facilitate CCSSI Meetings • Develop relationships with partners and share CCSSI Guide • Meet with Key Contacts to clarify responsibilities and introduce the Action Plan • Create and regularly update CCSSI Team group on VE2 • Refine and update CCSSI Guide • Oversee and document progress of Action Plans • Works with Key Contacts, Responsible People, and Partners to determine the evolving needs of the field	**Key Contact:** Pat Fitzsimmons	**Ongoing**